Motivation and learning strategy: Indonesian CFL university students

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Abstract
Learning a foreign language has become essential, and the Chinese language, among all international languages, is growing so fast regarding the Chinese government's active promotion. Learning and teaching Chinese as a Foreign Language in Indonesia has been practiced for a relatively long time, but the CFL learner still shows a result that is not in line with expectations. This study investigates student motivational orientation and student learning strategy use among CFL University Students in Indonesia. Random sampling CFL university students (n=160) to join the study, the MSLQ was employed to measure CFL students' motivational and learning strategies. The data were analyzed with Descriptive Statistics, Pearson Correlation, and Compare Means. The finding indicates that CFL University students' motivational orientation is at a medium level (M=3.00). With Expectancy (M=3.83, SD=.515), Value (M=3.72, SD=.522), and affective (M=3.27, SD=.579), with a motivational and learning strategy on CFL University students have a strong positive correlation and students with different motivational orientation adapt to different learning strategy. The implication of this study will give significance to the sustainability of CFL teaching and CFL learning.
Keywords: Motivation; Learning Strategy; Foreign Language; Chinese Language, CFL learners

1. Introduction

With the rapid development of the world today, foreign language learning has become important. The growth of communication and technology makes distance no longer an obstacle for getting various information from the world, making it necessary for people to know a language other than the local and national languages. Furthermore, with China's position on the world stage, the Chinese language is among the fastest growing International Languages (Seng & Lai, 2010). The importance of the Chinese now a day is getting stronger and keeps growing. This thing cannot be separated from the fact that China is actively promoting the Chinese worldwide. The Chinese government and the Confucius Institute made the Chinese acknowledge more globally, including Indonesia. Chinese as a foreign language (CFL) subject is set in the curriculum and taught in public schools in Indonesia (Sutami, 2007). Slowly through time, Chinese become an essential language. However, many students have not been able to master Chinese well and any thoughts that Chinese is too challenging to learn (Way et al, 2013). Those things result in demotivation and a lack of interest in learning CFL. This demotivation and lack of interest can be significant obstacles in the learning process. It is crucial to figure out what and how to develop the motivation of the CFL learners. It is essential to understand their motivational orientation. According to Miller & Ginsberg (1995), learners can develop ideas about what and how they learn the language. Those ideas will determine the learner's language learning behavior and language use, affecting their language's successful acquisition. By understanding the CFL student's motivational orientation and their learning strategy, the teacher and stakeholder can develop the curriculum and pedagogy appropriate and suitable to the CFL students' needs and necessities.

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The study's goal was to explore the motivational orientation and the learning strategy adaptation of CFL university students in Indonesia. The findings will help to provide pedagogic implications and suggestions for effective foreign language learning and teaching. Moreover, this finding will also contribute to the literature on CFL students' motivation and learning strategy.

2. Research method

Subject

The participant in this study is University students that learned Chinese as a Foreign language in Indonesia. All the students follow CFL class for one full semester during the 2020-2021 academic year. Randomly from 190 students,160 students were accepted to join the study, as Table.1 shows. The questionnaire was passed through an online form in January 2021, on the last week of CFL students' class, to reflect better and provide valuable information regarding their CFL learning experience.

Table 1

Number and percentages of subjects based on gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	113	70.6	70.6	70.6
	Male	47	29.4	29.4	100.0
	Total	160	100.0	100.0	

Instrument

Pintrich et al. (1991) designed and developed The Motivated Strategies for Learning Questionnaire (MSLQ), with two scales: Motivational Scales and Learning Strategy Scales. The questionnaire has been designed to measure students' learning motivation and learning strategy. The Pintrinch et al (1991), MSLQ has been used worldwide for motivation and learning strategy research; even though it is not widely used for language learning, several language learning researchers used it. The MSLQ's motivational scale consists of 3 components and each with a different category: value components (intrinsic goal orientation, extrinsic goal orientation, and task value), expectancy components (control beliefs and Self-efficacy for learning and performance), and affective components (test anxiety). The learning strategies scales consist of 2 strategies: Cognitive and metacognitive strategies (Rehearsal, Elaboration, Organization, critical thinking, metacognitive self-regulation) and resource management strategies (time and study environment, effort regulation, peer learning, and help-seeking). Five scalers with 1 = strongly disagree and 5= strongly agree, for the negative items had transform reversed. The questionnaire was translated into Indonesian regarding the participants are Indonesian. Some modifications are made, like the word "class" was modified to "kelas Mandarin" or CFL class to make the participant can give the information that is in line with the intention of the data collection with the researcher fully aware of not changing the meaning of the sentences.

Data Analysis

This study employs Qualitative research to understand the issue regarding CFL's motivation and learning strategy. The data have been coded and analyzed with SPSS for RQ.1 used Descriptive Statistics to determine the motivational orientation that CFL students have. The R.Q. 2 used Pearson Correlation to see any correlation between the motivational orientation and the learning strategy. For RQ.3 researcher used the Compare Meaning to

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summarize and compare the learning strategy used by the CFL learner based on the different motivational orientations.

3. Result and Discussion

Table 2

Means and standard deviations indicating the motivational orientation of the CFL students

	N	Mean	Std. Deviation
Value Components	160	3.72	.522
Expectancy Components	160	3.83	.515
Affective Components	160	3.27	.579
Valid N (listwise)	160		

Table 2 presents the mean and standard deviation for each component; the result shows that from 160 participants, the Expectancy components get the highest number among other motivational components, with expectancy component (M=3.83, SD=.515), value components (M=3.72, SD=.522), and lastly the affective components (M=3.27, SD=.579).

Table 3

Means and standard deviations of the dimension of each component of motivational orientation

Motivational Components	Dimensions	Mean	Std. Deviation
Value Components	Intrinsic Goal Orientation	3.60	.589
	Extrinsic Goal Orientation	3.84	.620
	Task Value	3.71	.613
Expectancy Components	Control of Learning Belief	4.03	.575
	Self-Efficacy for Learning & Performance	3.63	.652
Affective Components	Task Anxiety	3.27	.579

Table 3 analysis to show each category of motivational components. Data will descriptively be listed from the higher in each component. From Value Components with extrinsic goal orientation (M=3.84, SD=.620); task value (M=3.71, SD=.613); intrinsic goal orientation (M=3.60, SD=.589). Expectancy components with control of learning belief (M=4.03, SD=.575); self-efficacy for learning and performance (M=3.63, SD=.652). Affective components with task anxiety (M=3.27, SD=.579).

Table 4

Means and standard deviations of five items that show most of the CFL students' motivational orientation

No	Motivational Scale items	Mean	SD	Category	Components
8	If I try hard enough, then I will understand the course material.	4.18	.789	Control of Learning Beliefs	Expectancy Components
2	If I study in appropriate ways, then I will be able to learn the material in this course.	4.11	.761	Control of Learning Beliefs	Expectancy Components
23	I think the course material in this class is useful for me to learn.	4.10	.779	Task Value	Value Components
10	It is important for me to learn the course material in this class.	4.01	.850	Task Value	Value Components
13	If I can, I want to get better grades in this class than most of the other students.	3.96	.819	Extrinsic Goal Orientation	Value Components

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Table 4 for means and standard deviation of five items in the motivation scales that are most popular. On the first and second rank is control of learning beliefs and under expectancy components. The third and fourth are part of task values, under the value components, and the fifth is part of extrinsic orientation and under the value components. The education stakeholder needs to pay serious attention to this and use it to develop their ability to learn the language.

Table 5

The correlation between motivational orientation and learning strategy

Correlations

		Motivational Scale	Learning Strategy Scale
Motivational Scale	Pearson Correlation	1	.591**
	Sig. (2-tailed)		.000
	N	160	160
Learning Strategy Scale	Pearson Correlation	.591**	1
	Sig. (2-tailed)	.000	
	N	160	160

**. Correlation is significant at the 0.01 level (2-tailed).

Table 5 presents the correlation between motivation and learning strategy; the data shows that it has a significant correlation (.000<0.01) and the Pearson correlation indicates that there is a strong positive correlation r (160) = .591

The affective component's data was excluded because the affective components indicated more demotivation than motivation.

Table 6

The correlation between each component of motivational orientation and learning strategy adaptation

		Cognitive and Metacognitive Strategies	Resource Management Strategies
Value Components	Pearson Correlation	.627**	.267**
	Sig. (2-tailed)	.000	.001
	N	160	160
Expectancy Components	Pearson Correlation	.438**	.182*
	Sig. (2-tailed)	.000	.021
	N	160	160

**Correlation is significant at the 0.01 level (2-tailed)

**Correlation is significant at the 0.01 level (2-tailed)

Table 6 explores more about the correlation between each component of the motivational scale and the learning strategy; from the data result, it presented that Value components and Cognitive and Metacognitive Strategies have a strong positive correlation (r (160) = .627, p<.01); Value components and Resource Management Strategies has strong positive correlation (r (160)=.267, p<.01); Expectancy components and Cognitive and Metacognitive Strategies has strong positive correlation (r (160) = .438, p < .01).

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Figure 1
Motivational Orientation

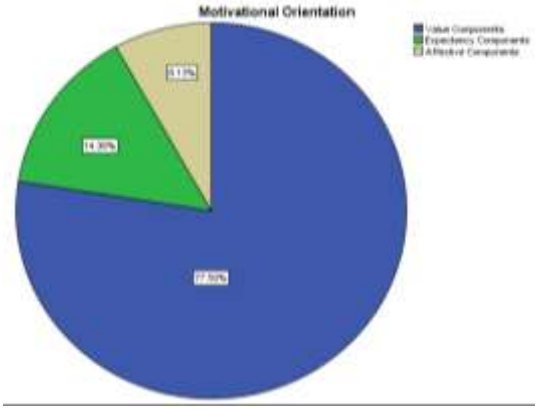

Figure 1 shows Motivational orientation to closely understand the students' motivational and learning strategies divided into three motivational orientation groups according to their scores on the motivational scale. Students were grouped into three different groups orientation for Value (n= 124, 77.50 %), Expectancy (n=23, 14.38%) and Affective (n=13, 8.13%).

Table 7
Means and standard deviations of five items that show most CFL students learning strategy adaptation of different motivational orientation

Motivational Orientation	No	Learning strategy items	Mean	SD	Category	Strategies
Value Components	27	I make sure that I keep up with the weekly readings and assignments for this course.	4.26	.829	Time and Study Environment	Resource Management Strategies
	28	I attend this class regularly.	4.19	.999	Time and Study Environment	Resource Management Strategies
	29	Even when course materials are dull and uninteresting, I manage to keep working until I finish	4.08	.999	Effort Regulation	Resource Management Strategies
	31	When studying for this course I try to determine which concepts I don't understand well.	3.91	.965	Metacognitive Self-Regulation	Cognitive and Metacognitive Strategies
	7	When I study for this class, I practice saying the material to myself over and over	3.89	.848	Rehearsal	Cognitive and Metacognitive Strategies
Expectancy Competence	28	I attend this class regularly.	4.22	.848	Time and Study Environment	Resource Management Strategies
	29	Even when course materials are dull and uninteresting, I manage to keep working until I finish	4.13	.902	Effort Regulation	Resource Management Strategies
	27	I make sure that I keep up with the weekly readings and assignments for this course.	4.09	.848	Time and Study Environment	Resource Management Strategies
	4	I usually study in a place where I can concentrate on my course work	3.83	.887	Time and Study Environment	Resource Management Strategies
	17	I ask myself questions to make sure I understand the material I have been studying in this Class	3.61	.891	Metacognitive Self-Regulation	Cognitive and Metacognitive Strategies
Affective Competence	6	I often find myself questioning things I hear or read in this course to decide if I find them Convincing	3.77	1.166	Critical Thinking	Cognitive and Metacognitive Strategies

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7	When I study for this class, I practice saying the material to myself over and over	3.77	.886	Rehearsal	Cognitive and Metacognitive Strategies
25	When I can't understand the material in this course, I ask another student in this class for help.	3.77	1.363	Help-Seeking	Resource Management Strategies
27	I make sure that I keep up with the weekly readings and assignments for this course.	3.69	1.032	Time and Study Environment	Resource Management Strategies
29	Even when course materials are dull and uninteresting, I manage to keep working until I finish	3.69	1.330	Effort Regulation	Resource Management Strategies

Table 7 presents the most popular learning strategy items from different motivational orientations; the list shows the most popular and top five learning strategies. The Value orientation for the first and second rank is part of the Time and Study environment under Resource and Management strategies. The third rank is part of Effort Regulation under Resource and Management strategies. The fourth rank in the list is Metacognitive self-regulation, and it is part of the Cognitive and Metacognitive Strategies. Furthermore, the fifth is the part of Rehearsal under Cognitive and Metacognitive Strategies. The next one is Expectancy orientation, for the first rank is part of the Time and Study environment under Resource and Management strategies. The second rank in the list is expectation orientation, part of Effort Regulation under Resource and Management strategies. The third and fourth rank is part of the Time and Study environment under Resource and Management strategies. The fifth rank is part of Metacognitive self-regulation under Cognitive and Metacognitive Strategies. Affective orientation for the first rank is part of critical thinking under Cognitive and Metacognitive Strategies. The second rank is Rehearsal under Cognitive and Metacognitive strategies, and the third one is part of Help-seeking under the part of Resource and Management strategies. The fourth is part of the Time and Study environment under Resource and Management strategies, and the fifth is Effort Regulation under Resource and Management strategies.

Discussion

The study led to three significant findings regarding Motivation and Learning strategy use among CFL university students in Indonesia. First, data shows that in CFL University students for the motivational orientation, university students as adult learner has no significant difference among each component, with Expectancy (M= 3.82) Value (M=3.72) and affective (M=3.27). It shows that Value and Expectancy are almost on the same level, but the affective level is slightly different from the other two orientations. This finding coincides with other results of Gorges and Kandler (2012) that researching German students toward English shows that Value and Expectancy are primary motivations in adult learning while affective plays a small role. The other research conducted with the MSLQ shows that all motivational scale is a strong predictors of foreign language learning (Mohammadi, et al, 2010). In this study, the level of motivation is a little higher than medium (M=3.00) and not high, so it is vital to keep up with student's motivation to engage more and develop their language acquisition ability.

Second, there is a strong positive correlation between the motivational and learning strategy. It indicates that the higher the students' motivation, the higher the learning strategy they adopted, and the other way around, the lower motivation, the lower the learning strategy. The correlation between motivation and the students learning strategy use is significant. MacIntyre and Noels researched students' language learning strategies. The

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results showed that students who have high motivational levels and feel motivated would make an effort to engage in their learning strategy use. The same finding of the strong correlation between motivation and learning strategy was also found in the consistent result of another researcher (Liu et al, 2021).

Three, most CFL university students' motivational orientation is Value then, followed by Expectancy, then affective, on lastly one. It might be affected by the condition of thought that the CFL class is not their primary class, so they enjoy it more as a new challenge to learn a new language. Many students have a CFL class for the first time and have never learned the language before but know the language's existence, so there is curiosity. The learning strategy uses itself, showing that different motivational orientations will have different learning strategies. Visual orientation indicates that the student use on the first three lists shows Resource and Management strategies from the top five most adapt learning strategies. The fourth and fifth are Cognitive and Metacognitive Strategies. For expectancy orientation, the first four list shows Resource and Management strategies. The fifth they adapt to Cognitive and Metacognitive Strategies.

Meanwhile, for affective orientation, the first two lists show cognitive and Metacognitive strategies, and the third, fourth and fifth adapt to Resource and Management strategies. The result shows that students with different motivational orientations adapt to different learning strategies. Bandura (1986,1997) stressed that human action depends on how the interaction between personal thoughts and tasks. It is crucial to understand student motivation; according to Bandura (1998), if we can understand how people evaluate their motivation, their behavior and performance can be predicted.

4. Conclusion

Motivation is essential because it is the main factor affecting students' learning. Motivation is the basis for someone to start something. When the student is motivated to do something like the previous explanation about the motivation that comes from the word motive, that someone deliberately carried out actions are influenced by a motive; likewise, with language learners is really important for the student to have motivation in language learning. Having motivation will encourage students to try to achieve something; even difficulty is not considered a hindrance or an obstacle but will become a challenge that the learner must conquer. It will be difficult for students who have no motivation to learn; all difficulties will become obstacles and not stepping stones to achieving better results. Having a strong motivation will encourage students to give effort in their learning activities and have their way or strategy to get what they want. Students who do not have motivation will become passive learners who wait for what the teacher directs. Those who have motivation will be more actively trying to find their way and, with the teacher's guidance, will maximize the result. Of course, this significantly influences the results obtained, with different processes getting different results, and the attitude toward these results will be different. So, the teachers and education stakeholders must give more attention to building student motivation. In addition to the student's initial motivations, the teacher's role is also crucial and can influence and develop student motivation in learning. The teacher's task is to provide theoretical and practical teaching of the material and make students feel that the lesson is part of themselves. A teacher's success is not from how much material is given to students but how much the students get from the teacher. Teachers can improve student motivation and the learning process by being aware of the students' challenges in language acquisition, such as understanding the student's background, including their motivation or the lack of

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motivation, sufficient instruction, and understanding of the lesson necessities. The other important thing is that the teacher gives the students confidence, necessary feedback, and cooperation. It is essential to have a constructive collaboration between teachers and students to build a healthy learning environment and produce sustainable knowledge.

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